**1st Grade Math, Topic 12.3 *Comparing Numbers with <, >, =***

|  |  |
| --- | --- |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials:  **Connecting cubes** (made into 10 towers, each of the same color, 5 towers of 10 and 18 loose cubes per pair of students) | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice** Timing: 3 minutes using *Aimsweb* 1st grade M-COMP progress monitoring probe; students self-correct using their “teacher pens”; students record number correct in Math Journal; collect papers  **Problem of the Day** 12-3  Read aloud: “Each child has some pennies. 2 of the children have the same number of pennies. Use the clues to decide which children have the same number of pennies.”  \*Have children use a **hundred chart** to help them solve each clue. | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  ***“equal to” =*** Create a class definition of “equal to”. (Review “compare”)  **Essential Question:**  “For any 2 two-digit numbers, how can you identify the greater number?”  Record responses.  **Set the purpose:** You have learned about tens and ones places in two-digit numbers. Today you will use tens and ones places to ***compare*** two-digit numbers.  **Connect:** Ask 5 **children** to come to the front of the class. Have them stand as a group of 3 and a group of 2. Ask children how many children are in each group. “Which group has more children?” “Which group has fewer children?” “How can you use the words greater than and less than to describe the number of children in the groups?”  \* Discuss answers to **Problem of the Day.** | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  **Connecting cubes**  *(On the carpet with whiteboard easel.)*  **Pose the Problem:** “Which number is greater, 24 or 34? How can you tell?” (Invite children to share their answers and explain how they decided.)  **Instruct in Small Steps:**  Screen shot 2011-01-26 at 2.11.03 PM.png  **Small Group Interaction:**  Screen shot 2011-01-26 at 2.11.21 PM.png  Extend: Explore using **Place Value Blocks (Base10 Blocks)**  Screen shot 2011-01-26 at 2.15.47 PM.png  Students move back to desks and complete the Interactive Learning page either as a class or independently (using the group instruction as a model). | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Screen shot 2011-01-26 at 2.23.42 PM.png*  Screen shot 2011-01-26 at 2.22.58 PM.png  Screen shot 2011-01-26 at 2.22.13 PM.png | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Screen shot 2011-01-26 at 2.24.48 PM.png  Screen shot 2011-01-26 at 2.25.01 PM.png | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Screen shot 2011-01-26 at 2.26.58 PM.png  \* SCORE the Quick Checks later for follow up tomorrow; do not attempt to score these during the teaching day. | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Give students a Student Selection Menu for the week. Students choose ONE activity per day during Math Center time.  Student selections:   |  | | --- | | 1. Computer station (students log into SuccessNet and complete assigned tasks) OR assign SuccessNet digital game “Number Jungle” | | 1. **Try Together** activity from differentiated centers (partner game from Differentiated Instruction: On-Level or Advanced) | | 1. **Leveled Homework** Reteaching, Practice, or Enrichment pages (have a self-check KEY for students to self-monitor) | | 1. Math War (partner game using number cards – greatest number wins) | | 1. Dot game (partner game using 2 number cubes- name the smallest number) | | 1. Writing station: “Create a **Problem of the Day** using greater than and less than. (Leave a Problem of the Day at this station as an example.) Include a picture representation of your story problem and the solution to the problem.” |   During Math Center time, pull students based on previous days Quick Check that scored in the “Intervention” range to work in small group. Use Differentiated Instruction **Intervention** lesson with small group. | |
| **HOMEWORK** | |
| **Spiral Review 12-3 OR Homework Reteaching Page 12-3** | |